

# PRLC 1810: LEADERSHIP and ETHICS

## Presidents Leadership Class

### Fall 2009

**The PLC Mission: To develop extraordinary leaders.**

#### Course Overview

Leaders can make extraordinary differences in the world. Extraordinary leadership can save millions of lives, bring justice to communities, and lead innovative change. However, when leaders fail to execute properly, their leadership can also *negatively* impact people on a global scale.

The goal of this course is to prepare students for leadership roles by encouraging them to understand how their personal identity shapes their leadership style. Students examine their personality, family background, values and ethics in order to become more comfortable with themselves in both leadership and followership roles.

An ancillary goal of the course is to develop 6 skills we consider fundamental to effective leaders: oratory, writing, quantitative reasoning, informational literacy, critical thinking and group process. While all these skills take years to master, students who are coachable and dedicated can expect to see marked improvements in their abilities. The ultimate product of the PLC program is a student who can identify leadership challenges, research solutions, develop a plan for implementing an intervention and sell this proposal through policy writing and quality public speaking.

#### Course Objectives

1. Develop self-awareness and an understanding of one's personal leadership styles
2. Apply ethical theories to understand moral leadership & consequences of leader's moral decisions on others.
3. Expose scholars to real-world leadership through experiential learning & community service leadership.

In addition, students will work to develop fundamental skills, including:

- Clear, concise writing
- Confidant, compelling oratory
- Quantitative reasoning and use of statistics
- Informational literacy and academic research
- Critical thinking and diagnosing leadership gaps
- Group process and the maximization of group strengths

#### Academic Journals & Books

The PLC reading list draws heavily on academic journal articles and research books on leadership and ethical theory. These sources not only provide the students with cutting-edge research on leadership and its applications, but also serve as an example for the level of research expected in PLC assignments.

Readings are drawn from the following sources:

##### Peer-Reviewed Journals

American Psychologist  
Harvard Business Review  
Annual Review of Psychology  
Philosophy

Leadership Quarterly  
Ethics, Public Policy, and Medical Economics  
American Academy of Political and Social Science  
Sex Roles

##### Books and Research Compilations

Buckingham & Coffman - *First, Break All the Rules.*  
Gergen, D. - *Secrets of the Great Communicator.*

Greenleaf, R. - *Servant Leadership,*  
Bennis, W. - *An Invented Life: Reflections on Leadership and Change.*



## Course Overview and Weekly Activities

PLC classes meet twice weekly, on Tuesday evenings from 7:00 to 9:00 and on Thursday afternoons from 3:30 to 5:30. The Tuesday recitations will be attended by all students; Thursday classes are 10-person recitations led by a 3<sup>rd</sup> or 4<sup>th</sup> year PLC course advisor. Participation in a “Discover Colorado” weekend is also required, although students have their choice of which weekend to sign up for.

Expectation for these classes is as follows:

### Weekly Guest Lecture Tuesdays, 7:00 – 9:00pm Hale Sciences, Room 270

1. All lectures are to be attended in dress clothes, as a show of respect for our guest speakers. The “dress code” section of your student handbook provides specific details; any questions can be referred to your CA.
2. Arrive 10 minutes early, both for socializing and to ensure you are seated on time. Be at your desk and ready for announcements by 7:00. We recognize that this class runs till late at night; if you help us commence promptly we will do our best to conclude on time.
3. Be engaged, curious, and an active participant. Lecture is a unique and valuable opportunity to learn from people who have dedicated their lives to making change in the world. *Please note: all students are expected to ask at least one question at lecture during the semester.*
4. Absolutely no cell phones during lecture; laptops are to be used for note-taking only. Our speakers are busy people, who volunteer a Tuesday evening away from friends and family; students are expected to show the utmost respect.

### Weekly Recitation Thursdays, 3:30 – 5:30pm

1. Be prepared to discuss the readings. If you disagree with a reading, or don't see its value, that's fine! However, you should be able to back up your opinion by referencing the text itself.
2. Show up on time. Recitations are a Socratic, participatory experience, and your absence or tardiness can ruin the experience for all your classmates. Recitations are sometimes rescheduled if the whole class agrees, so be careful not to overpromise your availability.
3. Be a leader. PLC is what you make it. If you are dissatisfied with some aspect of the class, if you want deeper discussion, more socializing outside of class, or more community service, be the one who makes that change happen

### Experiential Learning

#### (One weekend per semester)

1. Dress Appropriately. Although full lecture dress is usually not required, business casual wear is an appropriate display of respect. Your experiential weekend coordinator will give you specific instructions.
2. Represent PLC well. Your experiential weekend will give you a chance to meet influential professionals from all walks of life. Your interaction will shape their impression of PLC, and may influence future internship and employment prospects for PLCers.
3. Get to know your classmates. In addition to experiential learning, these weekends give you the chance to meet students outside your recitations. Make the most of them!

## Logistics and Expectations

### Required Texts

All individual course readings can be found on electronic reserve through the CU library website by selecting the “Course Reserves option” and then entering PRLC 1810. A list of the available on-line readings will appear. To view each simply click on the link and enter your CU username and password.

In addition, students are expected to purchase or obtain the following books, which are available from the CU bookstore and most local booksellers. Any difficulties in procuring these books must be brought to the attention of your CA immediately, or it will not be considered an excuse for missing the readings.

James Rachels, The Elements of Moral Philosophy. Sixth Edition (New York: Random House, 1999)

Richard Bach, Illusions (New York: Dell, 1977)

## COURSE SCHEDULE FOR PRLC 1810

### Week 1: Becoming a Leader & The PLC Community

Aug 25	<b>Lecture:</b>	Dr. Jim Lopresti, First Year PLC Professor
Aug 27	<b>Recitation:</b>	Assign Leadership Comparison paper (Due Week 2)
	<b>Read:</b>	(1) McCain Convention Speech, Obama Inaugural (video)

**Purpose:** Students will be introduced to the expectations and goals of the PLC 1810 curriculum, set expectations for themselves and their CA's. Students will also develop a sense of their current relationship to the concept of leadership by reflecting on past experiences and considering what they hope to become. Recent speeches by political leaders are analyzed with this question in mind: What does it take to be a leader in this day and age?

### Week 2: The Leadership Playbook: Matching Leadership Styles to the Situation

Sept 1	<b>Lecture:</b>	Andrew Romanoff, Former Colorado State Speaker of the House
Sept 4	<b>Recitation:</b>	
	<b>Due:</b>	Leadership Comparison paper
	<b>Assign:</b>	Group Community Service Project
	<b>Read:</b>	(1) E-Reserve: Bass, Bernard M. and Steidlmeier, Paul. "Ethics, Character, and Authentic Transformational Leadership Behavior." (2) E-Reserve: Goleman, Daniel. "Leadership that Gets Results."  (3) Read article at: <a href="http://query.nytimes.com/gst/fullpage.html?res=9A03E7DD153FF936A35756C0A96E9C8B63&amp;sec=&amp;spon=&amp;pagewanted=1">http://query.nytimes.com/gst/fullpage.html?res=9A03E7DD153FF936A35756C0A96E9C8B63&amp;sec=&amp;spon=&amp;pagewanted=1</a>

**Purpose:** Students will be introduced to multiple types of leadership, consider their own personal preferences and styles and discuss how to match leadership styles to the situation as required. The concept of developing a "leadership playbook" is introduced and discussed, and we consider the need for a leader to wear many hats.

### Week 3: Week: 3 The Origins of Extraordinary Leaders: Are They Born?

Sept 8	<b>Lecture:</b>	Dr. Phil DisStefano, Chancellor of the University of Colorado at Boulder
	<b>Additional presentation:</b>	writing a research paper
	<b>Assign:</b>	Case Study 1: Presenting the Problem
Sept 10	<b>Recitation:</b>	Assign Personal Growth Project Assign Reflection Paper #2: Who am I? (Due Week 5)
	<b>Read:</b>	(1) E-Reserve: Bennis, Warren. "An Invented Life: Reflections on Leadership and Change." (2) E-Reserve: Vugt, Mark et al. "Leadership, Followership, and Evolution" (3) Bach, Richard. <i>Illusions</i> .

**Purpose:** In the first part of a three week cycle, students will discuss the dimensions of leadership affected by innate talents and skills. Nature/nurture arguments will be discussed in a variety of contexts before being applied directly to questions on the origins of a leader. Subtopics in this cycle are traits arranged in order of their development and malleability: we examine what leaders and followers bring automatically to the table, the good and the bad.

#### Week 4: Personality & Capitalizing on Personal Strengths

- Sept 15      **Lecture:** Dr. Tom Cech, Ph.D: Nobel Prize-winning chemist at the University of Colorado  
**Assign:** Personality test
- Sept 17      **Recitation:**  
**Due :**                      Personality test  
                                     Group Community Service Project Contract
- Read:**  
                                     (1) E-Reserve: Goleman, Daniel. "What Makes a Leader, EQ v. IQ."  
                                     (2) Saucier, Gerard. Mini-Markers: A Brief Version of Goldberg's Unipolar Big-Five Markers
- Due:**                      Rough Draft of Group Service Project Contract

**Purpose:** Students consider the roles that innate talents and personality traits play in leadership. Students consider their own strengths and personalities, but also discuss the importance of identifying the talents and personality traits of their followers. A quantitative approach to assessing personality is considered and its limitations discussed.

#### Week 5: Ability, Giftedness and Leadership

- Sep 22      **Lecture:** Tom Yulsman and Len Ackland, Ph.D.
- Sep 24      **Recitation:**  
**Due:**                      Reaction Paper #1 "Who Am I"  
                                     Case Study 1: Research Summary
- Read:**  
                                     (1) E-Reserve: Winner, Ellen. "The Origins and Ends of Giftedness."  
                                     (2) E-Reserve: Smith, Gary. "The Reluctant Superstar."  
                                     (3) Watch <http://sports.espn.go.com/broadband/video/videopage?videoId=3087230&categoryId=3060647&n8pe6c=1>

**Purpose:** Students will consider the abstract notion of "ability," and the implications of being "gifted." Topics for discussion may include why gifted people also possess great deficits, how gifted people can purposefully use *methods* to increase their effectiveness, and the responsibility involved with possessing great ability (the spider man problem).

#### Week 6: The Origins of Extraordinary Leaders: Are They Raised?

- Sep 29      **Lecture:** Hank Brown: Former US senator and president of CU  
**Assign:** Parental Influence Test
- Oct 1      **Recitation:**  
**Due :**                      Parental Influence Test  
                                     Case Study Narrative Outline
- Read:**  
                                     (1) Diener, Ed. Subjective well-being, Chapter 2.  
                                     (2) Deiner, et al. "Beyond the Hedonic Treadmill" (Journ. AM psychologist, 2006)

**Purpose:** This week introduces a second three-week cycle in which the more malleable sides of leadership are discussed. In this first week, we examine the role of the environment in which a leader was raised and its impact on happiness and well being. In particular, we consider the potential role of parental expectations, both as a powerful motivational tool and also as a dangerous burden. Students will also consider the implications of the fact that some capabilities and traits of leaders (and followers) are influenced by environmental factors.

### Week 7: Leaders and Relationships: Social Influence in Formative Years

Oct 6      **Lecture:** Dr. Kristin Waters, Assistant to the Superintendent for Reform and Innovation

Oct 8      **Recitation:**

**Due:**                    1<sup>st</sup> Draft of Case Study due for CA Review

**Read:**

(1) Kindlon, Dan and Thompson, Michael. Raising Caine, Chapter 4: Culture of Cruelty

(2) Simmons, Rachel. Odd Girl Out: The Hidden Culture of Aggression in Girls, Chapter 2

**Purpose:** Students will examine how individuals' traits manifest in social or interpersonal situations, beginning with the formative adolescent years. Common social patterns for men and women are compared and contrasted, and developmental patterns for high-achieving students are used as a lens (or a contrast) to our students own lives and experiences. The overriding question is, "how, on average, do people conduct their relationships, and how might a leader need to do things differently?"

### Week 8: Leaders in Groups: Followership and Servant Leadership

Oct 13      **Lecture:** Dr. Angela Dino-Thieman, PLC Academic Director

Oct 15      **Recitation:**

**Due:**                    Case Study 1 final draft

**Read:**

(1) E-Reserve: Gabarro, John J., Kotter, John P., "Managing Your Boss." Harvard Business Review (HBR)

(2) E-Reserve: Greenleaf, Robert. Servant Leadership

**Purpose:** Last week's discussion of the functionality of leaders in groups leads naturally to the consideration of followers in groups, especially followers with leadership potential. In this blurred line between followership and leadership lives servant leadership, which we add to our leadership playbook. Students consider the value and limitations of such leadership, including how to serve without being taken advantage of.

### Week 9: Leadership and Communication: Setting up the Problem

Oct 20      **Lecture:** Presentation Workshop

Oct 22      **Recitation:**            Oral Presentations of Case Study #1

**Read:**                    (1) E-Reserve: Gergen, David. "Secrets of the Great Communicator."

(2) FDR: The first inaugural speech

<http://www.americanrhetoric.com/speeches/fdrfirstinaugural.html>

**Due:**                    Case Study Presentation

**Purpose:** Students prepare and present their case studies, focusing on the way to talk about a problem, first establishing its importance, identifying and examining key factors, and assessing leadership gaps. In addition, we ask the question, "how can a leader publicly identify a problem without harming morale?"

### Week 10: The Origins of Extraordinary Leaders: Development of Morals, Attitudes, and Beliefs

Oct 27      **Lecture:** Georg Gadow, Director of the Chancellor's, Scholars, and Leaders Program at UCD  
**Assign:** Case Study 2: Selling Effective Solutions

Oct 29      **Recitation:**  
**Read:** (1) Haidt, Jonathan. "The Emotional Dog and Its Rational Tail: A Social Intuitionist Approach to Moral Judgement"  
(2) Rachels, James. Preface and Chapter 1: What is Morality?  
(3) Rachels, James. Chapter 6: Ethical Egoism

**Purpose:** This begins a three-week cycle in which we examine the most high-level personal traits: attitudes and values. Students enter the realm of ethics with a discussion of its importance: How do values shape a leader's decisions, and why is it necessary that a leader understands his or her own values system? Students consider where their values and attitudes place them on the continuum of "head versus heart" (or dismiss this continuum as a false binarism).

### Week 11: Morality and Religion in Leading

Nov 3      **Taste of PLC:** Professor Scot Douglas with CU Engineering Honors

Nov 5      **Recitation:**  
**Due:** Case Study Research Summary and Narrative Draft  
**Read:** (1) Rachels, James. Chapter 4: Does Morality Depend on Religion?  
(2) Watch speaker video at <http://www.ted.com/talks/view/id/71>

**Purpose:** Students consider the role that religion often plays in ethics and values systems, both by exploring the religious diversity within their recitations and by considering the unique leadership roles that religious structures present. Students are encouraged to share their religious background and beliefs with their recitations, and are given an opportunity to talk openly about their role of faith in their lives.

### Week 12: Intuition and Conscience: Morality, Utilitarianism, and the Greatest Good:

Nov 10      **Lecture:** Dr. Rico Munn, Executive Director of the Colorado Department of Regulatory Agencies  
**Assign:** Values and Virtues test/presentation

Nov 12      **Recitation:**  
**Due:** Values and Virtues Assessment/result summary  
Case Study Draft for CA review  
**Read:** (1) E-Reserve: Bennett, Jonathan "The Conscience of Huckleberry Finn"  
(2) Rachels, James. Chapter 8: The Debate over Utilitarianism

**Purpose:** Students explore the manifestation of their own attitudes, values, and moral frameworks. The need for balance of rationalism, intuition (head and heart) is discussed, and, as usual, we consider how to adjust this balance to circumstances. "Common sense" moral theories like utilitarianism are examined in this light, and students are encouraged to identify their own "typical" modes of operation with respect to this dilemma.

### Week 13: Leadership, Persuasion, and the Clash of Moral frameworks:

Nov 17 **Lecture:** Dr. Jim Lopresti, First Year PLC Professor

**Due:**

Nov 19 **Recitation:**

**Due:** Case Study 2 Final Draft

**Assign:** Case Study Presentation Scenarios

**Read:** (1) Rachels, James. Chapter 9: Are There Absolute Moral Rules?  
 (2) E-Reserve: Kalev, Henriette Dahan. "Cultural Rights or Human Rights: The Case of Female Genital Mutilation." Sex Roles: A Journal of Research. Sept. 2004.

**Purpose:** In this week, we introduce the role of persuasion in leadership and students will consider when, if ever, it is acceptable for a leader to impose his moral judgments on others. The clash of moral theories is examined through debates or discussions, with a deeper goal of considering the morality of persuasion. If a leader wishes to change someone's mind, what tactics are fair game and which are to be considered manipulative?

### Week 14: THANKSGIVING BREAK

Nov 21-29

### Week 15: Applied Ethical Leadership: Strategic Vision Building

Dec 1 **Lecture:** Dr. Lloyd Lewan, Chairman of the Board and Executive Dean Emeritus of Semester at Sea

Dec 3 **Recitation:** Policy Paper Presentations

**Read:** (1) E-Reserve: Wood, Wendy. "Attitude Change: Persuasion and Social Influence."  
 (2) Herbert Marshall: Harvard University Commencement Address  
<http://www.americanrhetoric.com/speeches/georgecmarshall.html>

**Purpose:** In general, the purpose of this week is to allow students to bring their ethical explorations to bear on persuasive communication, with the goal of selecting leadership and communicative styles which will match the situation. Students present their policy proposals as though they were presenting to a specific audience, depending on their topic.

### Week 16: Applied Ethical Leadership: The Consequences of Leadership

Dec 8 **Lecture:** Presentations of Community Service Projects

**Due:** Group Community Service Portfolios

Dec 10 **Recitation:**

**Purpose:** Students work to synthesize their semester-long experiences in learning about the leader as an individual by reflecting on the progress they have made. A question is proposed to foreshadow the coming semester curriculum: What does it mean for a leader to make a decision when the consequences may not fall solely on his shoulders?

*The "PLC Final" will be held at a time that is selected by your CA.*

## OTHER ASSIGNMENTS/GRADING POLICIES

### **GROUP SERVICE PROJECT:**

1. Service is highly encouraged in PLC and students participate in a group service project as a recitation. As a recitation, scholars will create a service project proposal and will be held responsible for completing the project by the end of the semester. A final presentation of the group service project at lecture will be given on December 8, 2009 to all members of the PLC community.
2. The rough draft of students' project proposal is due September 17, 2009. The final contract is due September 24, 2009.

### **DISCOVER COLORADO:**

Discover Colorado is a series of two-day excursions, each providing the opportunity for students to travel and learn about various locations in the state following one central theme. Attendance on ONE weekend is required during the course of the semester. There will be a lecture announcement telling you the date you can sign up for these weekends in the PLC office. Students are encouraged to sign up early as the weekends fill up quickly!

To increase their exposure to diverse fields, students should consider selecting a weekend whose topic is outside of their major/intended career field. ONLY 3 people from each recitation may sign up for the same Discover Colorado weekend.

Discover Colorado weekend coordinator Emily King will inform students of any additional work they are required to do in advance of their experiential weekend (such as preparatory reading). Students will also be asked to write a thank-you note to the weekend presenters; these are due the recitation following the weekend and should be grammatically perfect.

It is your personal responsibility to switch with someone in your class if you cannot attend the weekend you signed up for, and you must find a replacement, as hosts sponsoring your weekend are expecting a specific number of students and PLC must have full attendance. Failure to find a replacement will reflect on your Discover Colorado grade and could result in a loss of up to 5% of your final grade.

### **WRITING ASSIGNMENTS:**

Students will write four papers throughout the semester: two short papers on leadership and personality, and two research-based policy papers. All formal papers should be APA format with 12-point size, Times New Roman font, double-spaced, with standard 1 inch margins. Correct grammar and mechanics are always assumed, and all papers will be processed with plagiarism-checking software in accordance with university policies. Research papers should include at least 5 "quality citations" – typically peer-reviewed journal articles, think-tank publications or government datasets. Any concerns about whether a citation is considered "quality" should be addressed to a CA prior to submitting the assignment.

Deductions of up to 10% may be made for papers failing to meet these guidelines. The amount of deductions will be at the discretion of the student's Class Advisor and Professor LoPresti. All other grading guidelines will be given in a paper-specific rubric when the paper is assigned; questions regarding the rubric must be asked before the assignment is submitted.

If you need any additional writing assistance beyond that provided by your CA, AA, or by Dr. LoPresti, please contact Writing Services at <http://www.colorado.edu/pwr/> and then click *Writing Consulting Services*.

### **PARTICIPATION**

Your participation grade is holistically assessed by your CA and depends, among other things, on your punctuality, your weekly email reflections, your level of engagement in recitation and lecture, and your adherence to lecture dress. Please note that each student is expected to ask at least one quality question during the semester.

All students' participation scores begin the semester at 100%. Points are deducted if students display blatantly anti-participatory behavior such as tardiness to recitation, disruptiveness during lecture, or disengagement during class.

For a 1% bonus in participation grade, students may sign up to introduce one of the guest lecturers. However, introductory notes must be cleared with a CA before lecture, and failure to do so (or to follow through with the introduction) will result in a 1% loss of participation points instead.

**GENERAL GRADING POLICIES:**

Papers will be read by Dr. LoPresti without knowledge of the writer's identity to eliminate any bias. The papers will also be read by each student's CA and the course professor will assign a final grade reflecting both assessments. If you are not content with the grade you receive you must contest it both with your CA and also with Dr. LoPresti. Be prepared to reference the rubric, the guidelines in this syllabus, and provide specific examples of why you deserve a different grade.

**GRADE BREAKDOWN:**

10%	Group service project (see above)
15%	Two reaction papers, 7.5% each
10%	Group community service project presentation
5%	Group community service project portfolio
15%	First policy paper—diagnosis (10-15 pages)
5%	First policy paper presentation
15%	Final policy paper—intervention (10-15 pages)
5%	Final policy paper presentation
5%	Paper drafts
5%	Discover Colorado (attendance, assignments and Thank Yous)
10%	Participation (see above)

**GRADE SCALE:**

93-100 %	A	90-93%	A-	87-90%	B+
84-87%	B	80-84%	B-	77-80%	C+
74-77%	C	70-74%	C-	67-70%	D+
64-67%	D	60-67%	D-	0-60%	F

**ATTENDANCE POLICY:**

PLC depends on participation. Attending and participating in lecture, recitation, and other PLC events is expected from all scholars. Each unexcused absence from a mandatory PLC function results in an automatic 5% deduction from your final grade. Absences are excused on a case by case basis by one's CA and must be submitted at least 2 weeks in advance. The CA will propose an extra project or paper. Typically, an absence will be excused for a family emergency, a serious personal illness, or a unique extracurricular opportunity such as the chance to present original research at a professional conference. In the latter case, the student's alternative assignment will likely be a brief paper or presentation explaining the value of the experience.

Truancy, tardiness, and lack of regard for lecture dress will be reflected negatively in your participation grade.

**TEST CONFLICTS:**

If a test for another class conflicts with either PLC lecture or recitation, you must inform your CA of this by **Thursday, September 10, 2009**. You will have the option to take the exam at an earlier time in a proctored environment, or to arrange an alternative assignment and have your absence from lecture excused. This latter option is available **ONLY** if you have informed your CA of the conflict by the deadline

**LATE ASSIGNMENT POLICY:**

An automatic **20% deduction** will be taken every 24 hours an assignment is late. Problems with your computer/printer or e-mail attachments remain inexcusable and will not be taken into consideration—it is your responsibility to anticipate such problems by backing up your work and making arrangements to print well in advance of the due date. This includes weekly email reflections ‘

## GENERAL UNIVERSITY POLICIES

### DISABILITIES:

Disability Services determines what type of accommodations should be made based on specific documented disabilities. If you qualify for accommodations because of a disability, please submit to your CA a letter from Disability Services in a timely manner so that your needs will be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>

If you have a temporary medical condition or injury, see guidelines at:  
<http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. Answers to Frequently Asked Questions can be found at:  
<http://www.colorado.edu/disabilityservices>

Disability Services can be contacted by phone at (303) 492-8671, in Willard Hall 322, or on the website:  
<[www.colorado.edu/sacs/disabilityservices](http://www.colorado.edu/sacs/disabilityservices)>.

### UNIVERSITY DISCRIMINATION POLICY

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://colorado.edu/odh>

### UNIVERSITY BEHAVIOR POLICY

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor and CAs with the student's legal name. PLC staff will gladly honor your request to address you by an alternate name or gender pronoun. Please advise your CA of this preference early in the semester so that we may make appropriate changes to our records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at <http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#studentcode>

### HONOR CODE

all students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honorcodeand> at <http://www.colorado.edu/academics/honorcode>.

### RELIGIOUS OBSERVANCE:

The University of Colorado has a legal and moral obligation to accommodate all students who must be absent from classes or activities in order to observe high religious holidays. No student will be penalized for missing class due to a religious observance. Students must notify their CAs of any conflict religious holiday observance by **Thursday, September 10, 2009**.

**Some common religious holidays observed during the fall semester include:**

August 22: Ramadan begins (Muslim)  
September 16: Laylat al-Qadr (Muslim)  
September 19-20: Rosh Hashanah (Judaism)  
September 27: Navaratri (Hindu)  
September 20: Eid-al-Fitr (Muslim)  
September 28: Yom Kippur (Judaism)  
October 3-4: Sukkot (Judaism)  
October 17: Diwali/Deepavali (Hindu, Jain)  
November 1: Samhain (Wicca, Northern hemisphere)  
November 26: Thanksgiving Day (Interfaith)  
November 27: Eid al Adha (Islam)